

Selected Approaches to **ADULT EDUCATION**

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Foreword

► An estimated 40 percent of our adults claim an interest in further education, and among the remainder are a great many who would develop an interest if the facilities within their reach were to meet their personal needs. Ordinarily no more than about 1 or 2 percent of the adult population is enrolled in typical public evening schools in communities having them. Even in these days of rapidly increasing participation in adult education programs, rarely does one find as high as 5 or 10 percent of the adult population engaged in a program which consists primarily of conventional classes. The traditional class as an organized approach to learning either does not appeal to a great many adults or it does not meet their needs. Obviously other approaches must be utilized if adult education is to serve the masses of the population who desire it.

Six of the many possible organized ways of providing education for adults are described in this bulletin. Three of them, training for group leadership, consultation services, and the direct provision of educational leadership, materials, and facilities, are ways of extending educational opportunities to community groups. Two, school-sponsored clubs and educational excursions, have their approximate equivalents in elementary and secondary schools. Only one, the block leader system, is relatively new to the public-school adult education program although many modifications of it have had extensive use in related educational and social service agencies.

These six were selected primarily because the literature describing their use in public-school programs of adult education is not too readily available. While these approaches can be utilized by administrators in other educational agencies serving adults, it is hoped that this brief treatment of them may be helpful to superintendents, directors of adult education, and to adult school principals who are searching for ways of serving a greater proportion of the adults in their communities.

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The Need for Special Approaches

► Inquiry among adults admitting the need for further education reveals a number of reasons valid to them for not enrolling in regularly organized classes. Some have unhappy memories of school in childhood. School as they knew it was distasteful; teachers, classes, and schoolrooms are anathemas. Others, through trial or imagination, feel that a formally organized class would not give them what they want. Some specifically mention the desire for a more informal atmosphere, a clublike setting, and meeting with friends instead of strangers. The psychological barriers to entering an unfamiliar building, to joining a new group, and to publicly admitting a need or desire to learn hold many back. Illiterates and others of low educational level are especially reluctant to admit their lack of formal education. The widespread feelings that education is only for youngsters, or at most for college youth, and that older adults cannot learn, or cannot learn as well, are obstacles. The terminal concept of education—the feeling that systematic education should end—and similar attitudes predominant in our culture, still keep many with recognized educational needs from participating in organized learning activities. Schedule difficulties, fatigue, heavy family responsibilities, and hesitancy to enter upon long course commitments are additional reasons for not following through on their claimed interest.

These and other attitudes often lead directors of adult education and teachers to say in exasperation, "Adults don't want to be educated!" Such a response is no more helpful than the merchant's, "People don't want to buy my goods." Maybe he ought to change his stock somewhat, but more likely he may need to devise other ways of selling it. Actually there is much evidence both in public school and in other adult-education programs that great numbers of adults will participate in organized learning provided the desired types of activity are available on convenient schedules and under competent leadership.

Interests and educational needs of adults are as broad as life itself, and no one approach is likely ever to do any major portion of the educational job that needs to be done. The few communities in which public-school programs involve more adults than children and youth in organized learning use a variety of approaches.¹ They have discovered that many ways of organizing learning activities are necessary if great numbers of adults are to participate.

¹ An approach as used in this bulletin is any organized way of providing educational activities or learning experiences. It may include "classroom methods," but is not limited to learning procedures with groups.

A recent survey indicated that many adult education programs in public schools are recognizing the need for a multiple approach to adult education.² Although no one other activity was reported so often as the evening school, it was seldom the only approach used. Workshops, open forums, lecture and concert series, guidance services, supervised correspondence study, directed visiting and observation, individual tutoring, educational camps, radio broadcasts for adults, community councils, film forums, little theaters, and a dozen more ways of organizing educational activities for adults were each reported by schools in a few dozen or a few hundred communities.

Insofar as the public school and other community agencies and organizations wish to move in the direction of providing educational opportunities for more adults, two things are desirable. First, many of the approaches already being utilized in a few communities can be adopted, adapted, and used much more intensively in many more. Enough is already known about the benefits and operation of open forums, group conferences, discussion groups, supervised correspondence study, community councils, film forums, little theaters, clubs, excursions, and several other approaches to warrant their addition to many more programs of adult education. Hundreds of schools and other community agencies use them and in most cases there seems to be little reason why more should not. The literature on some of

² Adult Education Activities of the Public Schools. Washington, U. S. Government Printing Office, 1940. (Office of Education Pamphlet No. 107)



A club is a ready-made group for educational activities

the approaches may be scattered, but enough is in print to provide a sound theoretical base and to indicate good practice.

Second, a great deal more social invention is needed to devise new approaches, to improve old ways, and to adapt from related fields workable procedures for involving adults in educational activities. A great deal more trial, experimentation, and research is needed, especially with population segments not aware of their need for further education. Invention is likely to come easiest to an imaginative local director when he analyzes his adult population and becomes intimately acquainted with each of the many important groupings within it. By looking at each *educational level* in the community and studying its needs, characteristics, and habits, one can better design activities that will appeal to all levels. Activities tailored to specific *age groups* will serve the maximum number of people. Grouping adults by *life stages* such as the unmarried, the newly married, young parents, parents of adolescents, grandparents, homemakers, productive workers, and the retired, and studying the needs and interests of each group separately may bring to mind new approaches. *Occupational life* is another major consideration. People of different *cultural* and *ethnic backgrounds* often have special needs as have those in different *socio-economic strata*. Finally, the nature of the *organizational life* of the community may give important clues to the approaches necessary to involve members in educational activities.

The methods of assembling the information on the six approaches reported herein included examination of the literature, study of publicity materials and reports supplied by schools, correspondence, interviews with local directors and principals, and in a few cases visits to communities. Leads to adult education programs which are making use of one or more of these approaches were furnished by the survey previously mentioned, reported in Office of Education Pamphlet No. 107. With the exception of the block leader systems, each approach included herein was reported in use by more than 100 school adult education programs. Only for the block leader system was an attempt made to include all schools reporting in the survey.

Service to Community Groups

Groups To Be Served

► The provision of educational services to community groups is not a prominent feature of public-school practice. Traditionally public schools have been organized on the premise that those to be educated must assemble in classes at the school building for instruction. Yet, in the absence of compulsory attendance laws, experience shows that ordinarily only a minor fraction of the adult population feels the need for education sufficiently to seek it under those circumstances. On the other hand, enough experience has accumulated to prove that a considerable fraction of all adults can be involved in educational activities taken to them as they meet in their various organized and unorganized groups. An examination of such groups will begin to reveal the possibilities.

ORGANIZED GROUPS

In contrast to the people of many other countries, Americans have long been noted for their habit of voluntarily banding together into groups having officers and some purpose requiring meetings on a weekly, monthly, or other periodic basis. Sample studies and complete counts of the population and analyses of membership lists of organizations show that roughly half of all adults in the typical community participate more or less regularly in the activities of one or more organized groups in addition to church-connected activities. The proportion varies widely depending upon section of the country and educational level. In some places fewer than one-fourth of the adults belong to such groups and in others as many as nine-tenths belong to some organization. Usually only a small proportion of out-of-school young adults up to age 30 belong to such groups—10, 15, and sometimes as high as 25 percent. Middle-aged people belong in greatest numbers, and participation by older adults runs slightly less. A considerable drop off occurs as old age is approached.

These organized groups flourish in communities of all sizes. Eighty have been identified in one rural community of 1,000 people. Eleven hundred organized groups were located in a city of 100,000, and one county of 800,000 that includes both rural territory and a large city has an estimated 2,500 groups concerned with some phase of public affairs alone.

The purposes of these groups include recreation, fellowship, self-improvement, service to others, protection of occupational and property interests, political action, conservation of natural and human resources, and promotion of ideas of all sorts. Some are completely autonomous while others are a part of a city-wide, State, national, or even an international structure. Cur-

rent events and public affairs groups, parents' organizations, mothers' clubs, study clubs, book clubs, literary societies, luncheon and service clubs, labor unions, farm clubs, men's and women's clubs, professional associations, volunteer service groups, hobby and interest groups, business and trade associations, nationality and foreign-language clubs, veteran and patriotic associations and their auxiliaries, fraternities, sororities, alumni clubs, lodges, and benefit associations are some of the major types having educational purposes. Most of them exist primarily for some other purpose with education as only a marginal concern although in some education is primary. Many more exist with little or no discernible educational purpose. Insofar as an organization has education as one of its purposes, or can be induced to accept such a purpose, an opportunity usually exists for improvement in the quality and content of the learning. This provides the opportunity for an imaginative adult educator to get in some good work.

UNORGANIZED GROUPS

Besides the formally organized groups every community has a much larger number of informal or unorganized groups. They are groups of people who assemble at regular or irregular intervals—daily, weekly, or frequently—on the street corner, during the lunch hour, or after dinner; at the corner drugstore; around the cracker barrel of yesteryear; on the front porch; at a neighbor's for an afternoon of sociability, sewing, and tea; at a member's home for playing cards, talking about books, discussion of mutual interests, or general conviviality; and in 1,001 other situations of a few minutes to several hours' duration chiefly for recreational and companionship purposes. Among adolescents such groups are frequently known as "gangs." Unorganized groups, always autonomous, form chiefly because their members enjoy one another's companionship. Congeniality rather than conscious purpose or activity is the dominant attraction that holds them together. They have their own self-selected functions and interests. Together with the family they are all-important in the formation and maintenance of personality and are of considerable importance in the structure and functioning of the community. They seldom have a set program, although their activities are likely to form a consistent pattern. Because of the strong personal ties of the members, these groups provide an approach of great value in adult education and cultural development. Frequently they are difficult to identify, although each is likely to have a recognized leader.

THE OPPORTUNITY FOR EDUCATIONAL SERVICE

Both the organized and unorganized groups provide an opportunity for the local director of adult education with realistic vision to multiply his area of service severalfold. Over a period of years the school can develop a set

of educational services for community groups which will make it what it is basically intended to be—the recognized central agency concerned with education in the community.

Three facts justify provision by the school of educational services to outside groups. First, the school is a public educational agency from which the community, if adequate support is given, has full right to expect educational services to be available to the total community. Second, the school represents (or should represent) the largest concentration in the community of specialized personnel familiar with educational methods, techniques, and materials. Third, a large segment of the community can be reached and served with less cost for housing, promotion, and similar expenditures than would prevail if the same numbers were served in conventional evening schools.

In addition, if community groups know that they can turn to the schools for competent help in their educational work, there will come into being a general strengthening of public attitude favorable toward the schools. Under such conditions the schools are very likely to find that they have a deeper reservoir of support for their educational program for children and youth than formerly. While no educational service should be provided solely for its public-relations value, this incidental result should not be forgotten.

Organized groups are usually easier to serve, although the larger and stronger of the unorganized groups offer opportunity for considerable informal education; many more of them would provide such opportunity if we knew more about effective techniques for involving them in learning activity. Educational work with the informal autonomous groups must be much more imaginative than that in the conventional evening school. The newer methods in social case work, social group work, and community organization are useful. Nothing can be imposed from without; any change must come from within the group. Planning must be *with* the group. Outside leaders desiring to work with these groups must have great persistence, must maintain relationships over a long period of time for maximum results, and must become skilled in winning their confidence and in respecting the independence and leadership of the groups. Only those services which the groups desire will prove acceptable, although skilled leaders will be able to instill and nurture the desire.

One major way of providing educational assistance is by helping group leaders to develop their capacities. In fact, on some sociological settings the best, if not the only, way to make any headway with these groups is through their accepted leaders. County agents in homemaking and agriculture owe no small part of their success to their ability to identify and train leaders of homemaker and farmer groups. Developing leaders who can return to their groups and teach a skill, develop a viewpoint, or start a new habit is an important means open to the adult education director for reaching a large

number of people. Methods of working with informal groups are not highly standardized; they call for a great deal of flexibility and tailoring to the situation. Work with these groups is relatively new to educators, but it is difficult to overemphasize the importance of educational services to them. Persons desiring to work with these groups should have a thorough theoretical and practical grounding in group work and community organization. Some of the many possibilities for work with informal groups are found in the references on autonomous groups at the end of this section.

Among the programs reported in this study parent groups such as PTA's and mothers' clubs are most frequently served by providing leadership training, consultation services, and direct leadership. Next, in the order of frequency of mention were business, trade, and industrial associations; hobby and interest groups; luncheon and service clubs; public affairs groups; study clubs and literary societies; veteran and patriotic associations and auxiliaries; and church groups. Organizations less frequently mentioned were fraternities and lodges, labor unions, nationality and foreign language clubs, farm organizations, and governmental groups.

The number of organizations served in a year depends somewhat upon the size of the community, of course. Half of the schools which submitted descriptions of their leadership services reported that they serve from 10 to 30 organizations each year. Two schools reported serving 200 or more groups each, while three reported serving a half dozen or fewer. Many groups, of course, are served repeatedly during the year.

PRINCIPLES

Four principles derived from experience reported by schools are recommended for those who wish to provide educational services to community groups.

1. *Stick to education—not propaganda.*—As much or more vigilance must be exercised here as in the selection of instructional materials offered free for use by children and youth. Some groups requesting help will be more interested in spreading a fixed answer to a problem than in true education. The cooperative search for truth, the right answer, and the best way should predominate—not a predetermined line of thinking. Any competent educator usually can recognize the difference without difficulty.

2. *Do not infringe on the autonomy of the group served.*—Each group has a right to retain its own full independence, its own purpose, its own program and direction, and to accept only as much professional assistance as it wishes. The relationship must be democratic. The school can exercise no arbitrary control—its only approach to influencing the group is the educative one. Usually the group continues to meet on its accustomed schedule in its regular place.

3. *Stay in the background as much as possible.*—Let volunteer members in the group rather than the paid professional workers have the credit and praise. Among the skills of the competent educator is that of inducing others to act, to experience, to change, and to increase their ability to help others change their behavior.

4. *Tailor the educational service to fit the need.*—Skills in discerning the educational needs of groups are somewhat different from those ordinarily utilized by the teacher or the registrar of an evening school, but they can be cultivated and improved.

Kinds of Services

TRAINING FOR LEADERSHIP IN COMMUNITY ORGANIZATIONS

One major way to improve the quality of educational experience in groups is through direct training of group leaders. In the survey mentioned previously, 119 of 2,684 schools reporting adult activities included provision of "training for community leadership." An analysis was made of a number of the above programs to see what training was provided other than the general public speaking courses which are offered in a great many adult schools. Some specialized groups of leaders, their training needs, and the types of leadership training given to serve those needs are described below.

Organization officers.—Common observation reveals that a great many officers of community organizations are inexperienced and inept in the arts and skills of group leadership, organization, and administration. Frequently there is no training provided for the new officer. Annual elections make the term of office too short to permit the incumbent to acquire on any progressive basis the leadership skills desirable. Consequently a continuous training need exists. Chairmen of some groups need instruction and practice in parliamentary procedure; secretaries need to know efficient methods of keeping minutes and records; treasurers need appropriate methods of keeping financial accounts; all of them and others need to understand the club organization and internal relationships. Some of the more specific skills can be taught in one session while others may take more time. Improved competence of officers will mean more efficient operation of their organizations which in the aggregate represent a good percentage of the population.

A number of schools either alone or in conjunction with the public libraries or other community agencies provide training opportunities for organization officers. Among the courses offered to meet the needs of newly elected officers are those in parliamentary procedure, club administration, labor relations, and psychology. Secretaries and treasurers are occasionally taught the basic routines of their positions in one or two sessions. Some schools and

adult education councils utilize single-day or 2-day general leadership institutes once or twice a year with sectional meetings to care for specialized interests.

Program planners.—Program chairmen, executive committees, and general officers usually have most of the responsibility for program planning. General meetings especially are likely to provide opportunity for educational activity; it is in these that most educational enrichment is possible. A variety of types of instruction can be used to increase the competence of these leaders in building more educationally worth-while programs; among them are demonstrations of effective techniques for group involvement, instruction in organizing the program of meetings, revelation of available program resources, and help with evaluation. A great deal of this can be done in groups although much can also be done on a consultant basis discussed later.

An example of group training is provided by the Workshop for Program Planners organized by the Sheboygan, Wis., School of Vocational and Adult Education which meets once a week for a total of five evenings. The Workshop acquaints leaders of adult and youth groups with techniques and materials of program planning, using materials, group leadership, promotion and publicity, parliamentary procedure, and discussion leadership. Members have the opportunity to present programs and promotional literature for the examination and comment of the rest of the group. Each member participates in the planning of programs and promotional activities, using study materials, conducting group activities and other experiences common to those responsible for program planning. Free materials, including a mimeographed résumé of each meeting, are distributed.

Springfield, Mass., reports a Program Planning Conference for presidents and program chairmen of the community's clubs, both large and small. An outside expert demonstrates various methods of obtaining group participation and acts as consultant on problems presented. One section of the conference is usually devoted to publicity and another to community projects. A clinic conducted by community leaders deals with matters taken up in the main conference.

Discussion leaders.—Democracy leans heavily upon discussion—the interpersonal stimulation of thought, the sharing of ideas, the evaluation of suggestions on their merits, and consensus freely arrived at. Yet the number of leaders skilled in democratic discussion processes is rather limited and our democracy suffers severely in consequence. The autocratic discussion leader, the leader who insists on putting over his preconceived ideas, the leader who yields to voluble speakers or who shows such personal preferences within the group that the timid never speak up, the rambling directionless leader, the leader unable to summarize or unable to assist the group in following a sequence of thought—all these and more are too numerous.

Many volunteer leaders in groups studying civic affairs, problems of child development, and many other problems feel the urge to propose solutions rather than to draw them out of the participants in group discussion. This tendency is at least partially the result of the influence through the cultural heritage of authoritarian philosophies as they operate in certain foreign countries. Authoritarianism and autocracy can still be seen occasionally in our family life, and opinion polls reveal that substantial segments of our population do not believe fully in freedom of speech. A great deal of inept discussion leadership, however, is the result of ignorance; leaders would like to do better, but they do not know how.

Given the desire for it, democratic discussion can be effectively taught through demonstration, supervised practice, group analysis and self-criticism, role playing, and similar methods. With the great values inherent in discussion, any material improvement in the competence of discussion leaders wherever they may operate will reflect its benefits widely. Certain university extension divisions have been rendering this type of service for years; there is no basic reason why more public schools should not serve their communities in similar fashion.

The variety of discussion leadership activities reported in this study included these:

Several groups for club leaders for the study of theory and practice in group discussion leadership.

A discussion leaders' training series based on the "Great Books" techniques.

An all-day laboratory on the group process using the group dynamics approach aimed at creating an awareness of the elements required for effective functioning of small groups. This was cosponsored by an adult education council and the local branch of the Society for the Advancement of Management.

Several groups for training foremen, supervisors, and manufacturing executives in discussion leadership. Objectives usually were to develop discussion skills which would bring to bear on a problem the combined knowledge and thinking of the group to the end that supervision would be more effective.

Group workers.—Several schools reported training programs for special leaders such as scoutmasters, recreation leaders, Sunday-school teachers, and other group workers. Usually participants in these programs have been previously selected for the specific work. Often the cooperating agency can provide the instructor or can suggest one.

Leadership training institutes for group workers are most frequently found among the adult schools in California, New York, and Michigan. Sometimes they serve a general class of worker such as PTA officers, scoutmasters, service club chairmen, playground leaders, camp counselors and

directors, or recreation workers; at other times they are tailor-made to meet a specific organizational need. It is fairly common practice to hold an institute of several meetings at each of which an expert presents a topic for general discussion. Demonstrations, exhibits, films, and work sessions are often a part of such institutes. Religious training institutes for church school workers are frequently cosponsored by the adult school and the area churches. For example, the Jackson County, Mich., School of Christian Living cosponsored by the County Council of Churches and the public schools each year gives several 5-night courses for church school teachers and leaders. Course subjects in recent years have included: Guiding Intermediates, Creative Activities, Character Education and the Home, Plans for Holding the Child's Interest, and Use of Visual Aids in the Church. Also in Jackson the Scout Council and the schools cosponsor courses for Boy and Cub Scout leaders.

In Maryland, the Montgomery County Board of Education provides afternoon and evening classes in social leadership techniques and methods in a Recreation Leaders Training Course which is cosponsored by the county Association of Health, Physical Education, and Recreation. The course is for recreation leaders in church groups, men's and women's clubs, and other situations. It includes practical demonstrations and practice in social mixers, in active and quiet games, contests, square dancing, dramatic and musical activities.

Council and committee members, participants, and technicians.—Educators serving on community councils or problem-solving committees can train their coworkers in community leadership by injecting educational methods at every appropriate opportunity and carefully explaining their operation and value. For example, surveys can be purely fact-gathering devices or, if properly designed, can be real educative experiences for the planners, the participants, and the whole community. Educators can help community leaders use methods and set up situations for solving group problems which will help the maximum number of people grow in the process. In fact, community councils provide one of the major ways for improving the life of the total community through education-and-action techniques. When it is remembered that a strong community council with all of its committees and subcommittees may involve as many as 200 or more people, the educational values of working in and through such councils become apparent.

An example of this type of activity is the Stephenson, Mich., Community Coordinating Council, which was organized in 1946, with a membership representing every social, civic, economic, and religious organization in the mid-county area. The Stephenson area was selected by the Michigan Department of Public Instruction as one of five communities which would be given the opportunity to organize their human resources to survey and

study local needs in order that they might make the area a better place in which to live. Committees were set up to study education, religious life, community services, farm and land use, home and family living, trade and industry, and healthful living. The staff and resources of the school are playing important roles in this Community School Service Program as the project is called. The school has the opportunity of developing the abilities of numerous community leaders throughout the area.³

A similar type of training activity is illustrated at Lynn, Mass., where the Supervisor of Adult Civic Education serves as Chairman of the Mayor's Committee on Community Relations, the purpose of which is to further mutual understanding among racial, religious, and nationality groups. In this work the Supervisor has opportunity to work with committees and individuals in ways which make them more competent in building inter-group understanding.

Occasionally there is need for training a corps of leaders or assistants in specific skills or operations: movie-projector operators, naturalization aides, block leaders, friendly visitors, and teachers of various arts and crafts. A single session, occasional meetings, or a planned series may be necessary. One school reported a course in adult education techniques for its own leaders of adult groups; another taught about 20 teachers the mechanics of movie-projector operation.

The Sheboygan School of Vocational and Adult Education in cooperation with the University of Wisconsin offers a training series for personnel testing in industry. The purpose of this 8-week course is to acquaint businessmen and industrialists with some of the fundamental characteristics of the more widely used tests, not to train anyone to become an expert in the field.

Speakers for specific tasks sometimes need to learn what to say and how to say it; for instance, speakers' bureaus of the Community Chest, the Red Cross, or the tuberculosis association, labor union leaders-in-training, political action groups, or other groups desiring to disseminate information or promote ideas.

CONSULTATION SERVICES

Counseling with organization leaders.—As the school usually represents the greatest concentration of educational competence in a community, group leaders should be encouraged to seek its advice when they face educational problems. Many members of the typical school staff participate rather widely in organization activities and have a first-hand acquaintance with community affairs. In the survey referred to earlier, 101 schools of the 2,684 reporting adult-education activities claimed that they provided "consultation services for club leaders." Inquiry revealed that in many cases,

³ Third Annual Report of the Stephenson Community School Service Program. Stephenson, Mich., Stephenson Community Coordinating Council. 1949. 18 p. mimeo.

especially in small places, this consultation service was little more than incidental on the part of the principal or superintendent. A significant number, however, provide systematically organized services, which are promoted among group leaders. Some have professional staff assigned full or part time to the responsibility.

Counseling services include advice on such matters as program planning, selection and briefing of leaders and other resource personnel, publicity, methods of organizing meetings and conferences for maximum involvement of the members, use of mass media, use of exhibits, preparation of materials, and the conduct of surveys. Most of this counsel is given directly by the program consultant on the school staff, although some of the more technical and specialized phases may have to be done by referral. In addition, questions of whether or not to organize a group, on how to devise the best organization, and on procedures for accomplishing desired ends through organizations sometimes come before the program counselor.

Resource personnel services.—A very useful service sometimes provided by the public-school adult-education program and at other times provided by the library, the chamber of commerce, or some other local agency is that of a clearinghouse for resource people usable on club programs. Experience indicates that after an adequate period of careful promotion, a great many club leaders will form the habit of turning to a central file for resource people or experts for their panels, discussions, lectures, and other parts of their educational programs.



A community council subcommittee seeks help in making its survey an educational experience

Some central files of resource personnel are accumulated slowly, although a more, systematic approach would start with a survey of local and regional talent. A listing within the school staff of professional and hobby interests likely to meet with popular response makes a start and is likely to unearth some unexpected talent. Many members of the staff will be able to recommend other specialists within the community; club leaders can also supply much additional information.

In building the card file it is usually safer not to list names without permission of the owner. In addition to the name, address, and telephone number, the file card should indicate the subjects of special competence, preferred methods of presentation, auxiliary equipment and materials used, and fees expected, if any. The more information it contains, the more useful is the file. The inclusion of systematic but simple evaluations reported by officers of clubs which have used the expert is especially valuable in relation to paid speakers. Names of chairmen of groups using each resource person may be given as references on request and may prove even more valuable. The card file will be of maximum use if it is cross-referenced by name of person, type of participation he desires, and field of interest.

A related service is one of providing opportunity for organization leaders to evaluate a group of speakers. One community schedules annually an afternoon or evening session to which presidents and program chairmen of organizations that use speakers are invited. Ten to 30 speakers are introduced in turn and each is given 2 to 5 minutes to make a nutshell presentation of his special interest. Members of the audience make note of any who they think might interest the groups they represent. They can make arrangements either directly or through the central clearinghouse for their services. This method, which gives a more satisfactory evaluation than any second-hand report could give, is likely to work best with paid speakers; many volunteers who do not have a propaganda line to sell may be reluctant to cooperate.

Actual service rendered by the school may be (1) referral of the inquirer to one or more potential resource people, leaving it up to the club leader to make all arrangements of time, place, and subject; (2) acceptance of full responsibility for arranging for a person; or (3) some intermediate service. In addition, these "speakers' bureaus" are often called upon to furnish substitutes, and finding them at a late date can be a problem, especially if the original "placement" was arranged outside the bureau.

This service offers an excellent opportunity to provide guidance in program planning, leadership training, and other educational leadership and materials. The stronger program services often have a whole set of related services centered in one office.

A club listing and calendar service.—In a number of communities some central agency attempts to keep a current and complete list of all the major

organizations together with their meeting dates. Schools often provide this service in small communities and could do it in larger communities as a means of keeping in contact with organizations for educational purposes. Such a list, together with names and addresses of current leaders of the organizations, has many uses. If it is cross-referenced by days of the week or month on which meetings are held, size of usual attendance, and type of program, it can serve as a ready reference in planning the itinerary of a day or longer of important out-of-town speakers, and often makes it possible for expenses to be shared and maximum use to be made of a speaker's time. When plotted as a community calendar, this list can help keep major conflicts to a minimum. When used with discretion it can serve as a publicity list or it can be the base for setting up and promoting a speaking campaign for community causes, chest drives, and similar enterprises.

Complete lists of clubs are difficult to compile especially in larger communities, although lists of most of the more important ones are more easily built up. Central federation offices of women's clubs, patriotic associations, PTA councils, labor unions, neighborhood trade associations, council of churches, and other groups having a number of local branches provide a starting point. Libraries, chambers of commerce, and newspapers often maintain extensive lists of clubs and are sometimes willing to share them, especially if these agencies do not provide many of the services proposed. Inquiry to community and neighborhood leaders supplemented by constant watch of newspapers can run the list up to 80 or 90 percent of completeness in cities that are not too large. These lists can be kept up to date by annual inquiries to the last-known officers; such inquiries are most useful if they are sent out immediately after each organization has held its election.

The building of such a list of clubs makes a good project for an adult education council; most members of such councils can benefit from club lists from time to time. In fact, many adult education or community councils utilize these lists as an aid to drawing the organizations into council activities, for maintaining and issuing a community calendar, and for cooperative publicity. The lists have to be used with discrimination, of course, even though most of the information is available to the public in one way or another. Needless to say they provide a direct channel through which many of the services available to community groups can be publicized periodically by direct mail and in other ways.

EDUCATIONAL LEADERSHIP, MATERIALS, AND FACILITIES

Provision of leadership.—In addition to training lay leaders and consulting with them on an individual basis, it is entirely possible for the school to provide a considerable quantity of professional leadership to community groups. These leaders may be speakers, discussion leaders, forum modera-

tors, demonstrators, or representatives from special fields who serve as lecturers, symposia or panel members, or resource people in other ways. The staff of nearly every school provides some leadership to outside groups on an incidental basis, but reports from 133 school districts of the 2,684 mentioned previously indicated that their boards of education sponsored planned educational leadership or services to community organizations. Presumably this service requires some degree of planning, some degree of administrative and supervisory responsibility, and some expenditure of public funds.

Numerous arrangements are in vogue. Regular day-school staff members are sometimes asked to take some educational responsibility for outside organization activities. This work may be in lieu of extraclass activity assignments or of regular instructional tasks or it may be in addition to them. Unless the outside responsibilities are voluntarily assumed, it would seem poor policy to expect any great number of such assignments unless comparable relief is given in the regular schedule or additional remuneration is provided. In a few places, such assigned outside activity counts as an evening-school assignment and draws similar pay.

The practice of splitting assignments of faculty members between regular day schedule and community activity seems to be growing. For instance, one community reports a mature home-economics teacher assigned to high-school classes during the morning and to a variety of community groups working in the homemaking and parent education field on a flexible afternoon and evening schedule. This teacher was employed for this type of schedule and is given a normal salary without any extra remuneration. A number of teachers are given afternoon and evening assignments with some scheduled classes and some organization activities. Department supervisors especially are likely to have considerable work with community groups.

Frequently outside specialists, particularly when they hold valid teaching certificates, are engaged by the school to provide leadership to outside groups. State laws and regulations differ widely on this, but the practice is growing. In at least one State it is possible for a school to use State and local tax money to obtain the services of qualified persons who hold a secretary relationship to study commissions, boards, committees, community councils, and similar groups working in the public interest. This use of tax money is justified on the grounds that much of the research, the assembling and organizing of material, the presentation of data for consideration by the lay group, and procurement and briefing of resource people are essentially the same types of activities that good teachers carry on. For financial and statistical purposes sessions spent by the lay group in meetings can be reported as classes.

Direct leadership in community improvement was reported in several instances. For example, the Evening Community College at Rochester, Minn.,

cooperated with the League of Women Voters in an "experiment in popular education," a round table on local governmental problems in which several men from the University of Minnesota, members of the Common Council, and the Mayor took part. As a result of this experiment a survey was authorized, money appropriated by the Common Council for the study, and the school is putting on an eight-meeting lecture and discussion course on city government with local officials participating.

Materials, equipment, and facilities.—The degree to which building space, instructional equipment, and materials owned by the school are made available to the public varies widely from State to State. Shortage of funds, shortage of public demand, and shortage of vision often combine to keep many school buildings and their contents locked up after school hours in spite of generations of talk about the school serving the community. A growing number of places, however, are making their facilities available to community groups.

Heated and lighted school-building space is available in most communities to qualifying groups on either a free or a rental basis for activities which do not interfere with the day program. Although a fee is often charged groups conducting activities for which admission is charged, most groups holding meetings open to the public are permitted free use of space. A few, but only a few, local school buildings have been designed and constructed especially for adult groups. Not many high-school buildings, and even fewer elementary buildings, have any sizeable portion of their rooms designed for adult education use, although more attention is being given to the need for such provision than formerly.⁴ In buildings open to community groups, it is rather common for certain rooms and specialized equipment to be restricted or closed entirely to public use.

Pieces of audio-visual equipment, including movie projectors, record players, and tape, disc, and wire recorders, are being made increasingly available to responsible groups. Under prepared regulations and specified conditions this equipment may be used either on or off the school premises. Schools with libraries of films, filmstrips, and records may make their resources available to community groups and even stock materials of special interest to them, if the public library or other local agencies have no similar services.

The lending of this equipment and material raises the problem of proper usage. Consequently some regulations provide for equipment to be accompanied by a trained operator. If he is a professional educator as well as a technician, he may also serve as a discussion leader. Projector operator-discussion leaders work out well in film forums in a number of communities.

⁴ For further information on school buildings especially designed for adult education, see the series of articles by Edward H. Redford in the September and November 1949, and January 1950, issues of *The American School Board Journal*.

A "Films for Discussion" service which sends films, projectors, projectionists, and discussion leaders to any community group requesting this aid, is now part of the program of the Des Moines, Iowa, Department of Adult Education. Leaders of groups using films are encouraged to preview them and are encouraged to use discussion leaders furnished by the Department if they do not have well-qualified leaders of their own. They are also given suggestions as to how the films can be used most effectively.

Especially when leadership or consultative services are provided, schools often furnish books, pamphlets, study guides, and other reading materials which are correlated with the course or activity planned. Exhibits and demonstration materials are sometimes supplied by the school or procured from other sources by the school.

A few schools, sometimes in conjunction with public libraries, prepare discussion guides on major issues of the day especially for use of community groups. This service, in communities large enough to warrant it, has several advantages. Study guides and other materials can usually be developed and distributed more quickly locally than on a large regional basis, thus permitting consideration of an issue while it is still in its preliminary stages and before decision time. Locally developed materials can be tailor-made to local conditions and can be based on local study resources in the library, school, and other agencies. People who develop the materials can often be the leaders in their use. In this way local issues which would never be given national treatment can be incorporated into the public-affairs education activities.

Cosponsorship

In recent years, as the possibilities of adult education in total community life have become clearer, adult education programs have changed character in a number of ways: More educational activities are carried on outside the school walls; more leadership is drawn from outside the regular day school staff; many more educational approaches are being used; and new ideas about working with community groups have emerged, among them the cosponsorship idea.

Cosponsorship is a form of cooperation in which the school and another group or agency assume responsibility for separate parts of an educational activity according to plans agreed upon. For example, it is quite common for public affairs groups like the League of Women Voters, the Foreign Policy Association, or some other group with a strong civic interest to want to join with the school in setting up a discussion program for the community. The school may provide lecturers, may train discussion leaders, and give advice on the whole enterprise. The cooperating group may help greatly with publicity, take over most of the organizing activities, plan much of the program, provide volunteer discussion leaders, and translate

recommendations into action; or the school may furnish discussion leaders and instructional material as plans are worked out.

The schools and an enlightened city council in one community cosponsor quarterly public hearings on major local problems. The school provides a skilled moderator and an impartial platform while the councilmen and city department heads present briefly the pros and cons of a local issue. Opinions from the floor are soon expressed and the evening ends with the council members better aware of the feeling of the community and the citizens better informed about the complexities of the problem. Official action taken later is usually wiser and better received because of this hearing.

Cosponsorship works in nearly any field in which community groups are interested. The police, fire, or other governmental departments may cosponsor training courses for personnel, with the school providing some or all of the instruction that is often given by outside specialists who are engaged by the school or recommended by the department. A Council of Parent-Teacher Associations may supply the course of study, instructional materials, and groups of local leaders for school-led instruction in parliamentary law, discussion leadership, conduct of meetings, and good administrative practices. The school and a local tuberculosis association may join forces for reaching many groups in the region with films, radio skits, short talks, and discussion. Local management and personnel associations frequently tie up with the school in foremanship institutes; labor unions and central trades' councils may join with the school in workers' education. Business firms or industrial establishments may provide equipment and share the instructional, demonstration, publicity, and similar costs with the school. A hobby club may provide the group, the equipment, the supplies, and space, and the school the instruction for an activity open to all.

Division of responsibility may take an infinite variety of forms; cosponsorship arrangements may be set up in any number of ways in the same community. Frequently more than two organizations join forces. Thus in one community the State and city health departments provided instructional materials and the curriculum for a course in food sanitation and public health, the school provided the instruction and audio-visual equipment, the waiters' and bartenders' union encouraged their members to attend, and the hotel and restaurant owners' association gave appropriate recognition to employees who finished the course. In another city the safety council, the police department, the schools, and a local university cooperated on an educational project in traffic safety. Each of the four sponsors participated in original planning and in execution of its phase of the program.

Sometimes dozens or scores of organizations join forces in such projects. The enterprises then are likely to be community-wide. Usually most of the organizations have specific minor roles to play, such as assistance with publicity and recruitment. Examples of educational activities in which

many groups often take part are: I-Am-An-American Day observances, community-wide discussion programs, new-voter preparation programs, community councils, intercultural education, and workshops and forums in various fields.

Special Problems

PROMOTION

Whereas the more conventional parts of adult education programs can be publicized and start on schedule, the building of a comprehensive program of service to community groups usually requires years. This is especially true in communities in which the schools have not built a strong reputation for community service. Next to procuring satisfactory personnel to provide the services, promotion was mentioned most often by schools in this study as presenting problems. Ordinary publicity will help somewhat. Newspapers and radio are most widely used to let community groups know of the training, consultation, and leadership services available from the school. All the other usual means of promotion can carry information.² A few methods, however, are especially useful.

If a current list of organization officers is kept, direct mail announcements of available services, new films, packaged programs, and training opportunities can be used effectively. Several communities reported using such lists either once or twice a year and some monthly. Training institutes and other meetings to which club officers and other leaders come provide opportunity to show or announce services. A few schools occasionally review new films for the benefit of club leaders. Maintaining announced office hours with open invitation to club leaders to come in helps.

Direct field contact is one of the best ways of promotion. Wide acquaintance with organization leaders, innumerable hours spent in committee meetings, and planning with individuals out in the community are usually necessary before the services are sufficiently well known to attract many leaders to a central office. Some field work will always be required because of the heavy annual turnover in organization leaders. Direct contact for planning with central councils of organizations that have numerous branches throughout a community or county is usually a profitable approach as it offers opportunity to reach many leaders through approved channels. In early promotion there is no easy way. From Lansing, Mich., which provides rather extensive services, comes an important clue: "It (the problem of public acceptance) is now generally solved because we keep in the background and let clubs take leadership." Club leadership is voluntary and thrives on

² For further information on promotion see pages 51-63 of *100 Evening Schools*, Office of Education Bulletin 1949, No. 4. Washington, Government Printing Office, 1949.

success and praise. The adult education program on the other hand is a service which is paid for in some way, and its leaders should not therefore expect any special credit. The school's provision of substantial service, even though only a few club leaders know about it, is usually of more worth than headlines.

ADMINISTRATION AND FINANCE

Finding time to serve community groups is a problem in a fair proportion of schools. Consultation services especially are time-consuming and when the local director has too little assistance, he has to deny service somewhere. The time of directors who have well-established programs and are recognized widely as having much to give is especially in demand. More assistance and the delegation of special phases of the work to specialists in program planning, group work, discussion leadership, training, and materials offer one solution to the director's problem. Another answer, workable especially in medium and larger communities is the development of packaged programs which can be used by a number of groups. A few schools prepare study outlines and discussion guides on timely issues, assemble related instructional materials and films, and assign a discussion leader to each package. By promotion of these units among the community organizations, considerable service can be rendered without new preparation for each group.

Schools in small communities can provide counseling services, a club listing and calendar service, discussion leadership, educational leadership and materials, and certain other assistance as well as those in large communities. Certain types of training for community leadership, preparation of materials, and the more specialized services can often be provided better by larger administrative units. Provision of such services on a county basis, through the cooperation of two or more districts, by intermediate districts, and by the use of itinerant specialists are possible answers to the small-district problem. Some State universities can provide certain of the services to small communities on an extension basis either directly or through one of the above arrangements.

Finance is a problem mentioned directly or indirectly by several schools. While no systematic study of methods of finance was attempted, certain facts are known. Any of the training services which can be provided on a group basis can be financed in the same way as other adult-education groups—through State aid, local taxes, fees, or some combination thereof. To qualify for State aid in those States which provide it, the school may have to meet certain requirements covering enrollment, attendance, number and length of sessions, certification of leaders, and similar administrative details; directors thoroughly familiar with the law and regulations can usually satisfy the requirements. Consultation services often start in an incidental

way and assume organized form gradually. As they and other nongroup services grow, a case can often be made for additional personnel or reassignment of present staff if there is ample sentiment for the idea of the school serving the whole community. Support from taxes is approved in many communities; in other places certain services, such as supplying of specific leadership, furnishing of materials, projectors, films, and even space may have to be paid for through fees charged the receiving groups much as a State university extension division may charge. In a recent survey of opinion of 2,479 school administrators 10.8 percent felt that the financing of education for adults and out-of-school youth should not be a responsibility of the public school, 19.1 percent felt that the school should use tax money to pay for only light, heat, and custodial services, while 19.7 percent felt that all costs except nominal registration fee should be borne by taxes, and 28.5 percent thought that services should be provided entirely free to all.⁶ The remainder felt that the costs should be shared in some other way. Some type of representative sampling study of public opinion within the local district may help to provide a basis for deciding local policy.

OTHER PROBLEMS

Among 27 schools reporting on chief problems encountered in providing services to community organizations, 11 mentioned difficulties in procuring enough adequately trained leadership. The report from Bay City, Mich., is typical:

Really good people are scarce. We could use several times the number available. We try to maintain high standards and will not knowingly use people who are, in our opinion, not high grade leaders.

The director at White Plains, N. Y., who would like to use more volunteers writes: "It is hard to find volunteers with time, training, ability, and a star in their eyes."

Admittedly shortage of competent personnel for leadership as for other phases of adult education, is a serious handicap. The director who recognizes the continuing nature of the problem will search for leaders systematically and imaginatively, will train potential leaders in service, will provide optimum working conditions, and will make every effort to pay professional leaders amply.

Shortage of suitable equipment and transportation of equipment and leaders within the community are major problems in several communities. More movie projectors, more films, filmstrips and slides, more records, books, and references are needed and such items require money. For leaders with their own automobiles possibly some arrangements could be made for

⁶ See Office of Education Circular No. 319, *Financing Education for Adults and Out-Of-School Youth—Views of Superintendents*, October 1949.

reimbursement for official travel; for others use of a school car may be possible. Often the receiving organization can provide transportation.

Scattered miscellaneous problems included: difficulty in reaching the non-civic-minded groups, constant change of leadership in groups, shortage of time of staff members, difficulties in working with suburban groups when the entire community is highly geared to a large metropolitan center, scattered interests within a community which tend to make any service or program set up by the school appeal to only a limited segment of the population, and competition with amusement activities. Difficulty in reporting certain activities for State aid was also mentioned. Only one instance was reported of an organized program service to community groups being given up and then not because of fundamental weakness in the idea but because of incompetence of the person in charge.

The Schenectady Program

A description of educational services provided by the public schools to the community organizations in Schenectady, N. Y., may give a clearer picture.

In addition to the director of adult education and the regular staff of teachers and leaders, the Adult and Extension Division employs a family-life and parent-education specialist, a full-time and a half-time consultant in public-affairs education, 4 part-time specialists assigned by the hour, 2 secretaries, and help as required from the audio-visual office to work with community groups. During 1948-49 services were rendered to approximately 275 different organizations represented by nearly 600 leaders.

Much of this service was advisory and was performed in the field, although after 6 years of operation the office load by telephone and personal call is heavy. Consultative services are provided on content of programs, educational procedures, educational projects of organizations, resources, and personnel. Groups such as the Chamber of Commerce, the Bankers' Association, the Home Bureau, church groups, and social agencies seek counsel and assistance in determining how they may best proceed. This is in addition to the personal guidance services for adults and community clearing-house functions for information on educational opportunities.

The school provides speakers, forum moderators, discussion leaders, panel and symposium members, and projector operator-discussion leaders from the regular staff and from the special part-time employees in the adult program. Content areas in public-affairs education included legislative proposals, national problems, international questions, local affairs, and intercultural understanding. Family-life problems ran the gamut from budgeting to bed-wetting with some emphasis on human relations. Outside leadership is provided by the resource people in the community and larger region.

More than 300 different outside specialists were used last year, some of them several times. Subjects treated by such resource people included UNESCO, race relations, rumor clinics, youth conservation, Japan, atomic energy, and numerous others.

Heavy use is made of motion pictures as a foundation for discussion. Movie projectors, a filmstrip projector, filmalide projector, lantern slide projector, portable record player, wire recorder, maps, globes, projection screens, an opaque projector, a portable AM and FM radio, and a set of United Nations Flags are available for use in connection with these programs. Scores of filmstrips, a number of films, and several discussion-recordings were available for use with this equipment. In cooperation with a large electrical manufacturing company, the adult-education program developed an opinion meter, an electrical device for visually registering composite opinions on dichotomous questions.

During the past 2 years 18 "Guides for Leaders" on "How to Plan a Program" have been developed for program chairmen on such subjects as displaced persons, schools and taxes, UNESCO, civil rights, China, minorities—a national asset, world government, Japan, and you and your health. Each guide contains orientation material, program suggestions, notes on procedures, suggested materials, and a list of suggested resource people who have consented to having their names listed.

Club leaders are trained through a number of specialized short courses in discussion techniques, parliamentary procedure, working with committees, and public speaking; through workshops for program planners; and through program aid demonstrations and publications. In addition, a more general leadership-training institute is planned annually. This is usually a 1-day affair beginning about 10 a.m., running through lunch, and ending around mid-afternoon. During this institute round-table discussions are held on conducting business meetings, effectively leading a committee, developing public relations, and conducting group discussions. To provide further help, an attractive booklet has been prepared with suggestions on "wise ways" of planning a meeting, fixing the meeting date, publicizing the meeting, conducting business sessions, introducing programs, leading discussion, improving human relations, and promoting civic understanding. In each case reference is made to more professional services available from the Adult and Extension Division and other resources in the city.

A monthly bulletin, "Tips and Topics," is mailed free to club leader. The January 1950 number presented programs dealing with Federal aid to education, social security, world federalism, the Brannan Farm Plan, Taft-Hartley Repeal, and Civil Rights legislation; it listed on one page pertinent filmstrips, films, new personnel resources, new discussion guides, and similar information. The March 1950 issue announced a course in discussion methods, new filmstrips, new pamphlets, and other materials available for

club use. Accompanying "Tips and Topics" is "Club Time Calendar," which lists the sequence of programs presented on Mondays, Wednesdays, and Fridays at 11:15 by a clubtime radio newscaster. "Tips for Parents," a weekly radio series, discusses home problems. These programs all tie closely together and help to publicize the activities of clubs and services of the public school.

The above program services, special program services available to PTA groups, the "Dorp Directory" published by school-sponsored young adult groups for newcomers to Schenectady, participation in the community ambassador project for international understanding, and a forum series are all helpful means of building a sense of community.

A publicity leaflet says *Note These Points*:

1. Program service is free.
2. You are the boss. We give you help. . . . You make decisions.
3. You can have speakers or discussion leaders from outside your group, or you can use our material to improve member-conducted programs.
4. You can request a specific program or general advice from 9 to 1 or 2 to 4 any school day by phoning 6-5248. Our representative will be glad to arrange a conference with you.
5. You can keep informed about new materials and get new ideas by reading "Tips and Topics" (free) each month and by listening to CLUBTIME on WSNY.

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School-Sponsored Clubs for Adults

► Similar to the community groups discussed in the previous section are school-sponsored clubs for adults. In the 1947-48 survey school-sponsored clubs were reported by 154 of the 2,684 school districts reporting adult education programs. Since clubs, circles, associations, societies, and similar organizations have long been a functioning part of American life, it is only natural that groups of similar nature should grow out of adult education activities or become otherwise associated with the school. The educational values of clubs and similar extraclass organizations have long been recognized in high school and college. In a highly industrialized and urban type of community life where neighbors seldom know each other, the relatively small, fairly closely knit group based on common interests results in a type of interpersonal relationships that was an integral part of life in the smaller American communities in earlier days.

Numerous analyses of reasons for participation in adult-education activities, even of the conventional evening-school type, have shown that desire for congenial companionship and human association are important motivations. Any but the smallest of communities has many functioning groups, both organized and unorganized, but even so there are many people who do not know of their existence, or knowing, are unable for some reason to become members. Many others have not had their interest sufficiently aroused to realize the benefits of belonging.

A primary function of adult education is to assist people who may not have developed many satisfactory human contacts to increase them, to help them become reintegrated into society, and to increase their number of civilizing contacts. Clubs sponsored by the school for adults and out-of-school youth are potentially an important means of accomplishing this objective.

Origin of Clubs

School-sponsored clubs for adults may originate in two ways each with variations.

1. The school may take the initiative in forming the organizations. The professional leader of adults may so direct their learning activities that the initial assortment of strangers will have opportunity and encouragement to develop into a congenial group. Near the end of a course or other sequence of activities, suggestions for continuation of the group in some organized way may come from the members or, if they seem inept or timid, the leader may assist in developing the idea. Thus, occasionally a class of immigrants

who have improved their English and their understanding of our American culture, and have won their naturalization papers under the guidance of a stimulating teacher, will like to continue together their orientation into American culture. Considerably more nurture may have to be given to such a group to establish it on an independent basis that would be necessary with people more sophisticated in American ways.

If the teacher or leader early places upon the group responsibility for most decisions affecting it, thus treating the members as adults, elements of a club organization may emerge which will give the foundation for continued activity after the course is over. Through social activities and the creation of an informal atmosphere, and by conducting the educational activities like a club, often enough strong interpersonal cohesion among members can be built for them to want to continue their association beyond the original schedule. In any case the known willingness of the school to continue in an educational relationship is an important determinant, often giving the group the desired feeling of security which enables it to proceed on its own initiative with only a minimum of service from the school.

A variation of the first pattern exists when the school recognizes an educational need and goes into the community to organize a club or group as a means of approaching a solution. For example, an agriculture teacher may recognize enough common problems among certain farmers to work with them over a period of time until they develop into an organized group better acquainted with sources of assistance and able to get along with less professional help. Again, the adult education division alone or, preferably, in conjunction with other community agencies might want to develop more intergroup understanding through the creation of clubs and continued work with them. It is recognized that a great many changes in human behavior can be brought about by helping people to work together on their common problems; the techniques are similar to those utilized by good group workers. This direct formation of clubs is more commonly found under public-school auspices in smaller communities which lack social work agencies entirely or else have agencies that have failed to provide adequately for the educational needs. The public schools in larger communities stimulate and do a varying amount of group work according to their resources, the resources of other agencies, and the existing recognized needs.

2. Outside organizations may ask the school for a leadership and sponsoring relationship. A previously existing club may enroll as a body for instruction or seek other professional leadership. In this case, from the school's standpoint the club may, for reporting purposes, be thought of as a class. The club may or may not retain control of its membership and other activities. Usually in such cooperative arrangements the school has only certain responsibilities, the membership holding the remainder. In such cases there

is often little difference between school sponsorship and the provision of educational services as discussed in an earlier section.

Types of Clubs

Adult clubs in great variety are reported as sponsored by the public schools although some types of interests and activities lend themselves better than others to continuing club organization, for instance, discussion, public speaking, arts and crafts, singing, photography, sewing, stamp collecting, and other hobbies. In New Castle, Ind., evening classes for painting, art metal, and ceramics make up the nucleus of the Henry County Art Guild. The Guild has for its objectives the provision of social contact for people with art interest and ability, encouragement of young artists, provision of hobby experiences, interesting the community in art, and aiding local artists in selling their creative products. The club meets regularly each month for a combination of educational and social activity. Programs include exhibits, films, and lectures. In addition, the Guild sponsors classes offered through school facilities.

Athletic clubs, social clubs for square dancing, music, and other recreational activities are frequently found under school sponsorship. Previously organized athletic clubs may operate under the sponsorship of the adult education program, the school providing the instructor.

Clubs for particular age groups are achieving increasing popularity; many interests are related to age. Among those mentioned are a friendship



Officers of mothers' clubs talk over plans with a program consultant

club for older people, a senior community club for adults over 55, "The Next Door Neighbors" a club for older women students, and the OAKS—Older Adult Klub.

In the younger ages some of the Wisconsin new-voter-preparation groups emerge into clubs which continue for some years with strong interest in civic affairs and government. During the years immediately after age 21 these club members may play important roles in assisting in the new voter preparation activities of succeeding groups. In New York, a number of schools have started young adult councils in response to leadership of the Bureau of Adult Education, State Education Department. While these groups have somewhat different roles, some of their activities are not far removed from those of clubs.¹ A rapidly growing number of schools sponsor young farmer and young homemaker clubs consisting largely of graduates of vocational agriculture and homemaking curricula. Some State organizations of these clubs already exist. A few schools sponsor clubs of young and middle-aged housewives.

In Wisconsin, vocational clubs are popular: homemakers clubs, printers clubs, farm improvement clubs. The homemakers clubs for women of all ages are organized throughout the State. The need for them was recognized by the Homemaking Division of the State Board of Vocational and Adult Education. Their objective is to improve home and family living, to give homemakers the opportunity for self-expression, and to encourage adult homemaking activities in the community.

Similar clubs for established farmers are sponsored by a number of schools. Merrill, Wis., reports several groups of adult farmers that are organized largely through the cooperative efforts of the school and the Soil Conservation Service of the county. The clubs have developed primarily out of adult classes in farming held in the rural areas. Club activities are closely allied to an educational program since they were organized for educational purposes. Club members sit in County Agricultural Committee planning meetings in an advisory capacity.

Clubs and occasionally federations of clubs of foreign-born and other groups interested in developing intercultural understanding are fairly common under school sponsorship. The Intercultural Group at San Jose, Calif., consists of five Loyalty Clubs each made up of women who have received their naturalization papers. These clubs meet weekly in a program which combines further instruction with community service. The I Am An American Club at Fall River, Mass., The Americans All Club at Syracuse, N. Y., and similar groups in other places have been long-established with programs of educational, intercultural, and social nature. The Fall River club performs considerable social service, sponsors educational excursions to-

¹ For further information on these activities see pages 2-3 in *School Life*, March 1949, and pages 15-17 in *American School Board Journal*, August 1949.

points as far away as Washington, D. C., and holds an annual dinner at which newly naturalized citizens are welcomed into its membership. Its 200 members represent about 10 nationalities and religious groups. Overseas brides entering late in the 1940's have organized clubs in some adult programs. Clubs of immigrants, both newly arrived and older, offer a richer opportunity for continued education than has thus far been exploited by most schools. Opportunities for practice in democratic processes are needed especially by people who have grown up in other cultures. It is largely for this reason that in New York City student councils are encouraged in the evening elementary schools and a student government association with two representatives from each of the 53 schools assumes certain city-wide functions.

Another type of group that has great potential importance but has not yet been widely utilized by the public-school adult education programs is the club with which David L. McKaye, director of adult education at San Jose is experimenting. Quoting from a letter:

The essence of this group is its permanence, the relation of its subject matter to the members' "continuing dynamic interest," and the solidarity of group feeling among members which arises on a high intellectual level.

Our first experimental group is now completing its fourth quarter as a group, having studied during this period concepts of Human Dignity from Greek times to the present. This group began with 18 and 16 were present at the meeting yesterday. The group has supper together at 5:30 each Tuesday, and then has 2 hours of discussion. We are working out techniques for recruiting such groups and conducting them. We believe that we are on a sound psychological basis.

This type of club undoubtedly has some characteristics in common with the Great Books Discussions often conducted under public library sponsorship and the discussion groups described by John Powell in his *Education for Maturity*. Enough experience is available to prove that exciting ideas can intrigue more than a top thin layer of intellect; good discussion leadership can help develop groups from a broad population base which will continue serious discussion on important matters over a period of years. Schools in this country have made too little use of this type of activity although it is widely used in certain parts of Europe.

Relationships and Services

A school-sponsored club is one which does more than use the school building and its equipment. It is one in which the school cooperates to the extent of furnishing leadership, whether the purpose is educational, recreational, or social. This leadership may be only instructional or it may help with arrangements, advice on activities, planning of tours, and provision of materials and equipment. The service may be frequent—weekly or oftener in the case of discussion, hobby, and recreational groups—or only once or

twice a month, but the relationship is a sustained one with the school assuming some responsibility for the maintenance of quality and educational worth in the activities.

Control of membership is an important consideration. Some schools take the stand that their public nature requires that sponsored groups must remain open to all who are interested in the activity provided that they fall into the general age range being served. Many clubs, especially in the hobby and recreation fields, are quite willing for any interested person to join, especially if he has a degree of competence equal to that of the average member. Others like more restrictions. General principles governing qualifications and admission of members need to be agreed upon in each case and may be similar to those adopted by high schools in relation to extra class clubs, fraternities, and sororities.

It is usually much easier to build a closely knit group from people who have had common experience over a period of time. Although clubs formed from instructional or discussion groups may remain relatively small, they are of unquestionable value in fostering personal relationships among adults who do not belong to or participate effectively in many other face-to-face groups. Such groups often are sufficiently strong to maintain themselves, especially with school help, for some years—sometimes for decades. They are likely to break up as their members marry, move away, or make some other major life change.

Sometimes a strong teacher can form clubs which take in a succession of classes, although these groups, especially if they grow large, find it difficult to maintain the degree of informality and the close personal relationships among members found in smaller groups. Loyalty to the leadership or interest in the activity must be strong for such groups to work out. Strength is added if the established group can feel a strong responsibility toward the incoming groups and can establish a program of activity in relation to them—as with new voter preparation programs, for instance.

Often, however, groups already formed find it difficult to incorporate as equals strangers with whom they have in common only a former teacher or leader. A federation or council of smaller groups probably provides the means of a better working relationship. This arrangement permits retention of autonomy with all of the human relations values of small groups and at the same time makes possible the advantages of large group operation. Forums, lectures, large social activities, holiday observances, and similar mass activities can be planned jointly by two or more clubs.

Block Leader Systems

Use of Volunteers

► Much of the strength of democracy lies in the voluntary participation of its citizenry in a multitude of activities necessary to the general welfare. From the battle lines to the home fronts in war and from national councils to the neighborhoods in peace, volunteers have played inestimably important roles throughout our history. Under the urgency of war millions of people gave their spare energies to the protective services, the USO, bond drives, salvage campaigns, surveys, and numerous other service activities. While the dynamics which call forth volunteer energies in peacetime are somewhat different from those in war, great numbers of men and women continue to give freely of their time and intelligence in ways that can never be purchased.

Every year a million volunteers canvass for community chests and other fund-raising drives. In thousands of our small communities volunteer fire companies protect our property at a saving in taxes. In political parties and action groups volunteers get out the vote. Volunteers serve as Gray Ladies, welfare aides, home visitors, nursery assistants, travelers' aides, scoutmasters, recreation leaders, receptionists, office workers, and in innumerable other capacities. Recreation, health, and welfare agencies in particular use a great deal of unpaid time. The number of volunteers and the opportunities for their use have grown so prodigiously in recent years that an increasing number of Volunteer Bureaus are being established to bring the benefits of organization to the field. These bureaus are usually connected with councils of social agencies.

Social agencies and certain educational agencies use volunteers extensively for educational tasks. Practically all church-school teaching is unpaid. Much of the instruction provided by the Red Cross, boys' clubs, nationality groups, mothers' clubs, and similar organizations is volunteer. Various national health associations use volunteers to disseminate information through short talks, films, and the distribution of printed materials. Volunteers often serve as kindergarten assistants, hospital library aides, instructors in arts and crafts, recreation instructors, book reviewers, discussion leaders, English instructors for the foreign-born, and group workers in social agency situations.

County agricultural agents, home demonstration agents, and 4-H club workers of the U. S. Department of Agriculture Extension Service use volunteers widely. A variety of patterns is followed, but aside from the small professional and secretarial staff in each county, all the remaining educational leadership is unpaid. Much of the total educational content of a

field is broken down into small segments and taught to a group of leaders who in turn take it back in informal ways to small groups of their neighbors. Thus, the elements of hen culling, use of fertilizers for wheat, seed-corn selection, sugar-curing of meats, lamp-shade making, and use of the pressure cooker can be demonstrated to a few who can take the information and skill to all the neighborhoods in the county. The neighborhood leader system, developed over a period of years, is, if not the backbone, the flesh and blood of this world-famed educational system.



An agriculture teacher can keep in touch with many farmers through volunteer neighborhood leaders

Organizations interested in civic education, a few community councils, immigrant aid associations, and labor unions have capitalized on volunteer energies for educational purposes, but for the most part the public school has not done so. There are exceptions, however, such as the family life and parent education study groups, which are developed rather extensively in some areas with lay leaders working under school auspices. When a board of education provides a professionally trained person as a trainer of lay discussion leaders, it is possible to form a number of such study groups. Occasionally public-affairs discussion groups and radio listening-discussion groups have been organized on a similar basis. In addition, some schools have organized and trained volunteer aides to help aliens take steps toward naturalization; these volunteers serve as tutors in English, helpers in home

study courses, and home visitors for various purposes. In the main, however, the public schools have not sought the great potential benefits of utilizing volunteers.

Block Leaders in Adult Education

The block plan, although existing in some elementary forms from time immemorial, took most concrete shape during the war, when complete mobilization of the home front seemed imperative. The block plan, when fully developed, is an organized way of reaching every home in the community. When the adult educator realizes that roughly half of all adults in the typical community cannot be reached by educational services to organizations such as are discussed in other parts of this bulletin, he can begin to see that the block plan, if effective in operation, might become an important element of major strategy for adult education. In the Nation-wide survey referred to earlier, only 13 schools claimed to have "a block leader organization." Although the public schools have accumulated relatively little experience with block-leader systems, the extensive use of block leaders, neighborhood leaders, and organized volunteers by many other agencies should stimulate more adult-education programs to experiment with this approach.

As developed during the war, the block plan was set up on a geographic basis. A city block was sometimes the unit of organization although more often a "block" consisted of about 10 or 12 families with a member of one of them serving as a block leader. From 5 to 15 blocks constituted a sector with a sector leader, and 4 to 15 sectors made up a zone with a zone leader, with the number of steps in the hierarchy determined by the size of the community. An executive working under the direction of a committee capped the pyramid.¹

This structure, of course, becomes of maximum educational effectiveness only when operated within a framework of sound and democratic human relations. Rapid installation of block-leader systems during the war led to many errors and a few shortcomings which can be avoided under peacetime conditions. While apparently no thoroughgoing evaluation has been made of the wartime block plans, experience then and since combined with available research yields certain suggestions which may be of value.

DESIRABLE CHARACTERISTICS

Purposes.—A block-leader system is an organized set of face-to-face relationships whereby a corps of volunteer leaders acts as a connecting link between the total population and one or more agencies in the community. It can be (and during the war often was) used primarily for the spreading

¹The Block Plan of Organization for Civilian War Services. Office of Civilian Defense publication 2604 and other OCD publications give more detailed information. Most of them are out of print, but may be found in libraries and among the records of local OCD and block leader organizations.

of information and enlistment of support. Ideally it should strive for a two-way communication: (1) dissemination of information and understanding "downward" to the total population, and (2) gathering and channeling of information "upward" for policy-making purposes. If this two-way flow is maintained, another purpose, that of promoting the spirit of democratic cooperation for the total welfare, may be accomplished.

Some block-leader organizations reporting in this study are responsible for communication in only one area of interest while others serve more than one area. No truly comprehensive system was found although two or three organizations seemed willing to consider any proposal of merit. These latter organizations were maintained on a stand-by basis and activated only when a special campaign or similar task was to be undertaken. The most specific interest area was reported by one school which, in connection with the PTA, has a "block mother" system for increasing the vigilance against sex offenders and carrying the information on plans to all the mothers in the neighborhood. Another sponsors block-discussion groups which grew out of groups that had formed to discuss wartime interests. The groups have continued and decide their own activity. Another school utilized the block-leader organization for publicizing adult education and other community activities. Many of the organizations cooperate closely through a community adult education council and utilize the block leaders to reach all homes in the community by word of mouth and written materials.

Barber School at Highland Park, Mich., uses about 35 PTA members as neighborhood chairmen who serve under two cochairmen. Working with each cochairman are 7 or 8 members who act as connecting links with the neighborhood chairmen. Each neighborhood chairman maintains contact with 6 or 8 families. The activities have included PTA work, home-school problems, Red Cross and United Fund Drives, home and family living program, and a city-wide immunization drive. Neighborhood chairmen visit new families who move into the district and help orient them by giving them a Highland Park directory and assisting them to get into neighborhood and school organizations.

Organization.—From 5 to 10 families per block leader with an average of 7 or 8 seems to be a good workable ratio. Responsibility for more than 10 families requires the leader to spread his influence too thin. Incomplete coverage and high turnover of leaders are likely to result. High morale requires moderately frequent usage of the organization; the load becomes too heavy with 15 or 20 families. A narrow ratio between block, sector, and zone leaders likewise encourages efficiency and morale. Administrative and leadership ability should increase in proportion to rank.

In block-leader systems of any size, professional staff services are highly desirable. These may be part-time and advisory in smaller communities,

but a paid executive and a small core of permanent office help supplemented by volunteers is almost a requirement in larger cities. Beyond a certain point of size volunteers, unless they give full time to their jobs, cannot hold the organization together.

While the school or even the adult-education program of the school is sometimes the sole sponsoring agent, a parent body having a broader base in community organization is often desirable. Otherwise it may be difficult to enlist broad community support for a comprehensive organization. Adult-education councils may serve, although community councils may be better. Control and administrative relationships need to be carefully and definitely worked out in each case so that the system will not become the tool of too narrow a group.

Selection of leaders.—Because block leaders should be recognized as leaders by their groups, sociometric techniques probably offer the best methods of selection.* A "block" of contiguous dwelling units usually does not contain people with as close bonds of friendship as can be worked out from sociograms based upon simple survey techniques applied within the neighborhood. In areas of single houses a typical "block" based on interpersonal attachments is more likely to contain more families on opposite sides of the street than on the opposite sides of squares. Even then a small percentage of isolates will have to be arbitrarily assigned if complete coverage is to be attempted. If more than perfunctory use is to be made of the organization, care in selecting leaders and assigning families according to maximum influence and communication channels will usually pay dividends. Families assigned to a leader should be those with whom he has or can establish close rapport. The interplay of complex personality and leadership factors may be largely overlooked if block leaders are appointed on the basis of acquaintance with leaders in city-wide organizations.

Training.—Whether the organization is concerned with one interest field or many, adequate provision must be made for systematically keeping the leaders informed and in close touch with the civic life of the community; reporting schools indicate that the usual method is to operate through meetings of block leaders either regularly or on call. Before they disseminate information, participate in a survey, interpret a plan, discuss an issue, or ascertain opinion, block leaders need to become thoroughly informed about the matter, not only by means of oral discussion, but also by close examination of any printed materials to be used or distributed in the field.

In addition to this specific preparation, the leadership should take pains to build attitudes and traditions of community service in the leader corps so

* For details of these methods see starred items by Hare, Lundberg, Moreno, Sanders, and Stewart at the end of this section.

that loyalty to the total community welfare and to the principles of education in a democracy is stronger than loyalty to any political party, church, ethnic group, or commercial enterprise. Block leaders in educational service must be kept nonsectarian, nonpolitical, and nonpartisan. Opinion varies on whether or not block leaders should ever solicit for community chest and other charitable purposes. Initial orientation, of course, should carefully define the field of activity, the methods of work, and other points of general policy.

Block leaders in action.—Contacts between leaders and members of their blocks can be both incidental and planned. Informal face-to-face discussion usually occurs with all members soon after a new matter has been explained to the leaders although telephone contacts are sometimes usable after suitable rapport has been developed. While speed is not usually of the essence, the Highland Park, Mich., neighborhood leaders on one occasion succeeded in reaching every home by telephone within 1 hour. Block discussions and discussions coupled with block parties provide an opportunity for more thorough consideration of some questions and are used most frequently with civic problems. Subsequent informal chats with the absent members can complete the coverage.

Some people, of course, will not care to cooperate in any way with block leaders or to have friendly visitors approach them. In some neighborhoods attitudes of noncooperation may be so great that block leader systems may not be possible in any usual sense except for carefully selected purposes and under unusual circumstances. Since the whole system is based on volunteer leadership and voluntary acceptance, no coercion is possible. This policy, of course, is in harmony with the highest ideals of education.

Interpretation is the major task of block leaders. The block system can become a great channel, supplementary to the mass media and established community organizations, through which understanding can flow to the whole public about the purposes, programs, and activities of service agencies and about problems faced by organized society at all levels. Likewise, with their close relationship to the people, block leaders, through their channels can interpret public sentiment to a wide range of community agencies. Morale is likely to be high if block leaders feel that their activities count, that they are appreciated by the organizations served, and that they have a hand in planning the activities to be undertaken.

SOME EDUCATIONAL TASKS

Many schools may not want to propose the establishment of a multi-interest block system immediately, but may want to gain experience through single-purpose organizations. Here are some special educational tasks which

can be undertaken by volunteer block-leader systems operating under the auspices of the school and one or more other agencies.

1. Organization of new-voter preparation programs calling for individual contacts and small and large group meetings to learn about practical problems of local government; the induction of young people into registration and voting procedures. This service must, of course, be kept on a nonpolitical basis.

2. The maintenance of educational activities among the aged, especially the infirm.

3. The interpretation of various campaigns, such as health, bond issues, and referenda, if they are not connected with any political party or platform.

4. Operation of public-affairs education programs through small groups and individual discussion of local problems.

5. The initial visiting and inducting into English and citizenship classes, into community organizations, and into other orientation activities, of new immigrants as their names and addresses become available from the Immigration and Naturalization Service. Similar services to immigrants of longer standing; tutoring of those who cannot attend scheduled classes.

6. Visiting and orientation services to newcomers in the neighborhood.

7. Maintenance of a program of parent education geared to the educational programs of specific pre- and in-school years.

8. Surveys of fact and opinion.

Block-leader systems must be recognized as a new venture by schools, as an experiment, as a new approach often to be used in conjunction with other forms of community education. The block-leader system has within it several dangers. Among them is the possibility of manipulation for political or other purposes rather than for the welfare of all. Likewise, aggressive leadership not sensitive to good human relations can earn much public ill-will. Rapid growth is likely to be especially dangerous, result in a short-lived project, and leave little confidence in the leaders. Just as most educators have learned how to be fair in teaching in the controversial fields of the social studies, and as many PTA's, service clubs, and other groups have learned to stay clear of partisan politics, so block-leader systems can build up similar attitudes of service. Indeed, they must vigilantly do so if they are to gain the respect of large segments of the public.

In many respects definite prescription cannot be given for the operation of block plans although much experience is available in successful non-

school programs. As with any new social invention or adaptation of an older one, professional leadership needs to be imaginative, pioneering, and at the same time practical and nonpolitical. To those wishing to try a new venture, considerable time can well be spent in building up background from the several related fields and in experimentally feeling the way. The new ground to be plowed may have hidden stones, but the field may be fertile when tilled by socially sensitive leaders who are skilled in human relations.

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Educational Excursions

► The excursion as an adjunct to classroom instruction is an old and well-known teaching technique in elementary and secondary schools. First developed in Europe and widely used there prior to World War II, it made gains slowly in this country. Until recently its use was more or less incidental. Now many schools use the excursion as a definite part of the teaching of citizenship and also courses dealing with occupations and vocational opportunities. In addition, some schools have organized tours that take students out of their home environment for several days, tours to Washington, New York City, and other eastern areas being very popular.

For some years colleges have recognized the value of "traveling classrooms" and have been using them in conjunction with classes in geology, geography, conservation, and related social studies. Sometimes these are quite extensive in time and mileage. A number of institutions of higher education also arrange summer terms of study-and-travel in this country and abroad, often with credit, sometimes without.

A dramatic use of excursions has been the time-saving "flying classroom" originated by Carl M. Horn of Michigan State College in which, in 1 year, about 200 school administrators traveled by air between large cities for a week studying business and industry. By providing educators with opportunity to see industry in operation, to hear from top executives about employment procedures, training methods in industry, human relations, public relations, and occupational adjustment, this project brought the schools much closer to an understanding of some of the tasks expected of them by industry. The project worked in reverse also and helped inform business and industrial leaders about education. In this respect it was similar to the Industry-Business-Education Days which have been arranged in a number of cities in recent years.¹⁰

The excursion as an approach to education is apparently increasing in popularity. In order to learn of its use in public-school programs of adult education a study was made of some of the 246 adult education programs which reported using "conducted excursions" in 1947-48 as a type of educational activity sponsored by the board of education.

Types of Excursions

CLASS-CONNECTED EXCURSIONS

As might be expected, inquiry revealed that most schools using excursions use them in conjunction with organized classes to give adult students first-

¹⁰ For more information write The National Association of Manufacturers, 14 West 69th Street, New York 20.

hand experience related to their class study. Vocational classes more frequently than others make use of the excursion as a teaching technique; they visit factories, industrial plants, construction jobs, shops, stores, and utilities. A number of programs mentioned the use of excursions in connection with their classes in social studies or art. Typical of programs which make fairly extensive use of excursions in connection with class instruction are those of Pasadena, Calif., and Madison, Wis.

In the adult program at Pasadena a meat-cookery class visits the meat markets to see demonstrations of the selection and preparation of various cuts of meat. A sociology teacher takes a group to the county jail, State and mental hospitals, and the reform school. An apparel construction group goes to stores or import houses to examine clothes, styles, and materials. A radio class goes to Hollywood to the broadcasting studios; a photography class goes to the beach for photography; a landscape-painting group is "in the field" most of the time; music appreciation classes attend specified concerts.

The Trade and Industry Division of the Madison, Wis., Vocational and Adult School encourages its instructors to make tours to institutions and industrial plants which have a direct value as an aid to classroom instruction provided the points of interest are within reasonable distance. Three trips extended beyond 100 miles last year. Some classes make one major trip and several local trips per year depending upon the points of interest that the local situations present. Among the trips are visits to a meat-packing plant, to large institutional kitchens and food storerooms, a crystal shop, a Swiss embroidery factory, a jewelry store, a cheese plant, a linen shop, and a meat market. The Art Department of the school arranges 10 trips annually to current painting exhibits, 1 to a photography exhibit, 2 to local furniture and china shops, and 1 to the Art Institute at Chicago, Ill. The Music Department arranges about a dozen out-of-town concerts each year for its choral and orchestra groups.

SPECIAL TRIPS

A few adult schools report short trips of from 2 to 5 hours in length which are not supplementary to classroom instruction. These may serve different purposes. Trips to the district court, the theater, the museum, the public library, and historical places broaden the cultural and social background of adults as well as provide recreation and opportunity for sociability. Trips to local industrial and manufacturing plants where adults observe industrial processes and listen to lectures make for an informed citizenry. Mesick, Mich., reported excursions designed for specific purposes: 10 adults were taken on a library tour to visit and study several small libraries to get ideas on how to improve and finance the community library;

another group took a trip to study recreation, another housing, another health, and still another agriculture. A trip usually results from committee work on a specific problem. Members are prepared to look for information that will be helpful to them. There is an attempt made to have a group, which may include from 5 to 30 persons, represent a cross section of the community—young, old, village, and rural.

When the full flow of war brides came to the United States after the end of the War, the Niagara Falls, N. Y., adult school, operating in close cooperation with the International Institute, on each of several Wednesday afternoons during the summer took a group of these brides on tours to points of interest about the city—the health department, the power plant, the city hall, the post office, the housing project, and other places of public interest. The tours helped them to become oriented to their community and to learn something about the operation of government first-hand. In the fall a high percentage of them came into sewing classes, arts and crafts groups, and other adult education activities, and were on their way to becoming effective citizens.

The Central YMCA in Chicago, Ill., offers several courses that are altogether of the excursion type. "Touring the Town" provides an opportunity for native Chicagoans to see the things in their own city that people come from all parts of the world to see—marvels of science, industry, art, crafts,



Excursions to legislative sessions, courts, and city council meetings are popular

medical centers, and cultural institutions. The group makes a trip each Wednesday evening with a highly trained leader as guide. Another "course" meeting once weekly is entitled "Visits with Interesting People." Members of the group visit informally in the homes or offices of eight of Chicago's outstanding leaders of business, labor, art, politics, science, journalism, education, and religion and discuss with them their work and their way of life. The series of visits becomes a laboratory in human relations. "Behind the Scenes in Chicago" takes the enrollees to visit key people in the Community Fund, Council of Social Agencies, Citizens' Schools Committee, and other such agencies, in order that through discussion with them the members of the group may discover what are the real community problems and what is being done to improve conditions.

EXTENDED TOURS

For the past 13 years San Jose, Calif., has had a program of educational tours. They were started in the belief that love of country cannot really exist without a first-hand acquaintance with that country. One object of the excursion is the arousal of a true patriotism. The trips are also intended to further the development of group living and to add to the excursionists' knowledge of the geography, history, economics, and natural history of the region traversed.

For the year 1949-50, 4 tours of the following length and cost were planned:

Yosemite and Wild Flowers	2 days	\$ 20.00
The California Deserts	8 days	106.00
Coast and Lakes	3 days	29.50
Oregon Castles and Coast	7 days	90.00

Buses are chartered for the trip, each of which contains a party of 34 students and 2 leaders. Each excursionist is provided with a detailed itinerary and syllabus.

An interesting feature of the San Jose plan is the formation of "The Vagabonds", a club composed of members of the Adult Center who were on any tour during the previous season or who are booked for a tour during the current season. The Vagabonds meet monthly for travel programs associated with past and future educational tours. Pictures taken on the trips are shown and discussed and thus opportunity is provided for repeated sharing with friends of the experiences of the road.

STATE PILGRIMAGES

State departments of education in several States sponsor annual pilgrimages of adults.

In Connecticut, almost every spring since 1921, except for the war years, a weekend civic pilgrimage to Washington, D. C., has been arranged. All evening-school pupils and teachers in the public schools and their friends may join the pilgrimage. Ample publicity is provided supervisors who are tied in with the project in many ways, including a free trip if they enroll 25 or more students. Three hundred is the minimum number enrolled for any one trip, and as many as 930 have gone in 1 year. A special train is provided for the all-expense trip. Educational activity on the trip includes review of past lessons in Americanization classes and explanations by the bus drivers of the places passed and visited.

The Massachusetts State Department of Education through its Adult Civic Education branch has had many successful pilgrimages to Washington. Twelve hundred excursionists made up the largest week-end pilgrimage, 275 the smallest. Anyone attending classes in the program of Adult Civic Education, supervisors, teachers, and their friends may participate. Preparation for the trip is made in various classes through the showing of slides and other visual materials, accompanied by discussions and question periods. Special books are put on shelves by librarians in the various communities. While there is no State-wide plan for educational follow-up of the trips, supervisors and teachers frequently make it possible for adult students to capitalize on their experiences. For example, on one occasion the students from two towns who shared the same railway coach became such good friends that they decided to keep in touch with one another. Through the clever planning of supervisors and teachers, the work in language classes of the two communities was carried on through correspondence for more than a year.

The State Education Department in South Carolina spearheads an annual Sunday trip to visit historic points in Charleston or Columbia. The pilgrimages are tied in with the regular work of the literacy classes and continuation schools and come as a climax to the study of the history, natural resources, industries, great citizens, and social problems of the State. In preparation for the trip the adults discuss saving for the trip, how to dress, courtesy on the trip, safety and first aid, and a balanced lunch. Interest runs high. In 1949, 3,500 came in public and school busses, cars, and trains. Travel arrangements are made by the Jeanes teachers, who help supervise the Negro literacy classes in the various counties. The trip provides many concomitant learnings: Everyone marks his trip on a map of South Carolina, names the counties and county seats through which he passes, and discusses points of historical interest enroute. The material of the excursion is used in conversations, letter writing, and public programs.

State directors of adult education in Delaware and Rhode Island also lead trips for adults. Delaware's week-end trips are to Washington, D. C., and to historical points in the State. They are often partly financed by civic

and patriotic groups. Rhode Island's trips are arranged to Washington, D. C., and to Boston.

FOREIGN TRAVEL

Young adults in New York State, working through their organization, the New York State Community Service Council, have capitalized upon the idea of sending "ambassadors" to communities in foreign countries to learn first-hand about the daily life of people there and to tell those people about life in American communities. Known as the Community Project in International Understanding the plan received the backing of the State Education Department and help was provided in administrative planning by the Bureau of Adult Education.¹¹ Funds for the expenses of each "ambassador" are raised under the leadership of the local council of young adults often with the help of service clubs and other community groups. In the summer of 1948, the people of four cities—Glens Falls, Ithaca, Jamestown, and Schenectady—sent six young adults to foreign countries to live in the homes of families there for a period of approximately 6 weeks. Other communities in New York and other States have sent representatives since then.

The prime purpose of the project is to further international understanding. The young adults selected to go abroad are briefed on the backgrounds of their home towns and are thus better able to educate people with whom they visit about the operation of American democracy at the community level. Upon returning to their home communities they report back to numerous groups on their observations and experiences abroad. The people of the community thus become increasingly aware of their stake in peace and international understanding. Finally the young adults gain experience in promoting an educational activity, in raising funds, and in cooperating with other community groups, and gain status in the community.

In 1946 the University of the State of New York chartered World Study-tours, a nonprofit corporation whose purpose is the carrying on of adult education through international travel. The first World Studytour which left New York in June 1946, had 25 participants, about half of them from educational institutions and the other half from business, government, and social welfare agencies. The travelers interviewed government leaders, labor leaders, businessmen, educators, and people responsible for community services in the several countries of Europe which they visited; they went down into coal mines, into factories and plants, and came back with a first-hand understanding of the problems of European reconstruction. Similar studytours are sponsored by this agency each year.

¹¹ New York State Education Department. *The Community Project for International Understanding*. 1948. 33 p.

Problems and Possibilities.

PRE-PLANNING AND FOLLOW-UP

An excursion used as an educational procedure is rightly a three-step process involving the preparation, the trip itself, and the follow-up. These steps are natural when the trip is made in connection with a regularly scheduled class, since such a group can easily be briefed ahead of time. On major excursions such as the State pilgrimages, extended tours, and foreign travel, the group can prepare for the greater part of a year; in fact, the trip in some cases can be utilized to provide a great deal of educational motivation. If adults are aware sufficiently far in advance of significant extended trips, they have both incentive and opportunity for related reading and study. After excursions are over, further group meetings provide an opportunity for discussion and other types of follow-up.

When the excursion itself is used as a major approach in adult education without benefit of prior meetings, it is more difficult to brief the group ahead of time although a detailed syllabus given to the excursionists in advance and careful instruction en route help to overcome the lack of preparation; follow-up, too, is more difficult. San Jose, of course, provides both preparation and follow-up through its Vagabond Club. However, special pre-excursion and follow-up meetings of any group are often possible. Many more study clubs, commissions, and discussion-action committees working on specific problems could incorporate carefully planned excursions as a valuable element in their approach to solving their problems.

Adequate preparation by the excursion leader is an important point sometimes overlooked. Unless the leader has been over the ground before, a great deal of value may be lost. The intended leader of the San Jose excursions goes over the route ahead of time.

FINANCING

On short trips group members customarily pay transportation and meal costs; the school furnishes a staff member to accompany the group; and the agency visited pays any cost involved in acting as host. Occasionally the school furnishes transportation cost of short trips, and one instance was reported in which a State agency financed trips. In general, expenses for local trips are very slight; several schools comment that individuals are usually willing to pay whatever costs are necessary.

Longer trips, especially foreign tours, are more difficult to finance. A practice which seems to be growing is that of getting one or more local civic groups to provide some or all of the funds for an extended foreign tour in exchange for a personal report on the excursionist's return. Sometimes a score of organizations combine to support the trip and look upon the recipient as a resource person on his return. Both this type of interest by clubs

and the preparation of local leaders seem well worth encouraging in many more communities.

DIFFICULTIES ENCOUNTERED

The majority of schools reporting the use of excursions did not indicate any problems in connection therewith. In 2 cases increased transportation costs were given as the reason for abandoning formerly scheduled tours. Occasionally groups are too large. One adult program reported difficulty in finding enough of the right type of leaders. Frequently too much is attempted in a limited amount of time; people tire on trips and are unable to profit from all the available opportunities. One school, which scheduled approximately 60 trips in 1948-49, reports that in some cases only a part of a group goes on a trip with the instructor, thus leaving some of the students to be taken care of by another instructor and thereby creating a problem. Two schools report that trips may tend to become recreational in motive and that teachers of adult groups sometimes use them as a substitute for teaching.

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